DOCUMENT RESUME

ED 047 582 FL 002 120

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TITLE	Latin II--Advanced.
PUB DATE	70
NOTE	42p.; Sample Units 21 and 41
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Classical Languages, Classroom Materials, Independent Study, Individualized Instruction, Individualized Programs, Individual Study, *Instructional Materials, *Language Instruction, *Latin, Program Development, *Programed Instruction, *Secondary Schools, Student Evaluation, Teacher Developed Materials, Teaching Methods

ABSTRACT

Instructional materials for independent learning include two sample units taken from a full-year, 12-unit, Latin 2 course. The units direct the student in the study of irregular adjectives and adverbs, the passive tenses of regular verbs, indefinite pronouns, indirect commands, and descriptive clauses. The unit description lists the forms, structures, usage, readings, and vocabulary to be mastered. It summarizes the printed materials contained in learning packets and directs students to textbook sources and audiotape exercises. Reference is made to special problems in the unit. Review materials, a practice sheet for examinations, vocabulary lists, quizzes, and an independent learner's examination are contained in the materials. Reading instructions for selections from Caesar's "De bello gallico" are included in one unit. (RL)

ED047582

LATIN II - Advanced

by Thomas W. Clark
assisted by Leo Lenczewski

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FL 002 120

INTRODUCTION

This is a Latin II program for independent learning. If offered in the classroom, it would cover two semesters or a full year. The program is divided into 12 units, numbered to indicate 4 quarters, each with 3 units (11,12,13; 21,22,23; 31,32,33; 41,42,43).

Each unit has a learning packet that includes:

Unit Description

This lists the forms, structures, usage, readings and vocabulary to be mastered. It summarizes the Printed Materials contained in the packet, directs students to textbook sources and audio-tape exercises. It calls attention to special problems in the unit.

Printed Materials

These include explanations, worksheets for practice, vocabulary lists, and special instructions.

Answer Pages for Worksheets

Report Form for Student - Choice Reading

Vocabulary Quiz

This tests mastery of the vocabulary list.

Unit Exam

This tests mastery of the forms, structures, and usage.

There is a comprehensive exam to be taken at the end of the 12 units. Unit 43 is a review for this exam.

The printed quizzes and exams are not intended to comprise a complete evaluation. Oral tests should be given that would review the written exam and evaluate the student's comprehension of the readings. An Individual conference with the student at the end of each unit can then provide both an evaluation of his progress and an opportunity to prescribe recycling or additional work, if necessary.

Texts used are:

Ullman and Henry, Latin for Americans, Book II.
T.S. Morton, Legends of Gods and Heroes.
Gertrude Drake, Latin Readings
Gertrude Drake, More Latin Readings.
Moses Hadas, A History of Latin Literature.
G.S. Brady, Caesar's Gallic Campaigns

Tapes used are: Educational Audio-Visual Latin tapes
Pleasantville, New York

WORD STUDY

There is a special unit on the study of words, labelled Unit 30. Although it could be studied at any time in a student's Latin progress, the recommended step for studying it would be mid-way through the year, or just before Unit 31; for this reason the 31 Student-Choice Readings have a special Language Bibliography.

This unit is a focus for all vocabulary learning in Latin II and beyond. It is hoped that at this step the student will know enough vocabulary to understand the word histories and word changes, and that this new understanding will accelerate his new-word acquisition in both Latin and English.

For more details, see Unit 30 Unit Description.

UNIT 21 UNIT DESCRIPTION

A. FORMS

1. Memorize the comparison of irregular adjectives and adverbs, Ullman p. 390

NOTE. a) skip the last 3 under adjectives

b) skip the last 2 under adverbs

c) glance at the declension of plus (bottom right on p. 390)

2. Learn the 6 tenses passive of all regular verbs.

NOTE. Forms in parentheses can be skipped; they are poetic.

QUESTIONS

a) How are passive verbs formed in English?

b) What are the two different systems for forming the passive in Latin?

c) Name the 6 passive endings

d) Notice that short i before r > e

thus portābis > portaberis

ponis > poneris

MATERIALS: 21-1 Passive Voice: 1st System Practice
21-2 Passive Voice: 1st Verb Chart
21-3 Passive Voice: 2nd Verb Chart
21-4 Passive Voice: 2nd System Practice
21-5 Passive Voice: Review

3. Understand that the 4th principal part of a verb is a perfect passive participle, with endings -US, -A, -UM (patterns like magnus). Exceptions are 4th principal parts in - URUS; these will be explained fully later, but for now indicate that the verb has no passive voice.

UNIT 21 UNIT DESCRIPTION (Cont'd.)

B. STRUCTURES

1. use of participle as a simple adjective.

2. use of participle in participle + junk construction

3. use of participle in ablative absolute

NOTE: Ablative Absolute does not have to be known thoroughly before Unit Test 21; it will be further explained and drilled in Unit 22.

MATERIALS: 21-6 Participles - Explanation of 1st 2 uses
21-7 Participle Translations
21-8 Participles - Practice of 1st and 2nd Uses
21-9 Participles: Explanation of 3rd Use (Ablative Absolute)
21-10 Examples of the Ablative Absolute
21-11

C. READINGS: G & H 35,36

D. VOCABULARY 21

UNIT 21 STUDENT-CHOICE READING
(To be completed at the end of the unit.)

NAME _____

PERIOD _____

DIRECTIONS: Choose any book related to Greek or Latin culture or language.

Read a minimum of 45 minutes per week.

REPORT!

AUTHOR _____ _____

TITLE _____ _____

PAGES READ _____ _____

TIME SPENT _____

These are my reactions, questions or reasons for choosing the book (s):

(NOTE: movies, filmstrips, plays, lectures or other cultural experiences may be substituted for books.)

21-1 PASSIVE VOICE: 1ST SYSTEM PRACTICE

A. Make the following passive and translate the passive.

"agere" = "to drive"

ACTIVE	PASSIVE	TRANSLATION
1. agō		
agis		
agit		
agimus		
agitis		
agunt		
2. agēbam		
agēbas		
agēbat		
3. agam		
agēs		
aget		
3. agēmus		
agētis		
agent		
4. teneō		
accipiō		
accipiēbam		
accipiam		
tenēs		
tenēbis		

B. Guess at the translations of these.

1. Liber in mensā ā puellā visus est.

2. Aqua in flumine ā puerō visa erat.

C. Write the passive endings from memory.

21-2 PASSIVE VOICE: 1ST VERB CHART (horizontal)

1st	2nd	3rd	3rd-io*	4th
am OR	mon EOR	reg OR		aud IOR
am ĀRIS	mon ĒRIS	reg ERIS		aud ĪRIS
am ĀTUR	mon ĒTUR	reg ITUR		aud ĪTUR
am ĀMUR	mon ĒMUR	reg IMUR		aud IMUR
am ĀMINI	mon ĒMINI	reg IMINI		aud ĪMINI
am ĀNTUR	mon ENTUR	reg UNTUR		aud IUNTUR
am ĀBAR	mon ĒBAR	reg ĒBAR		aud IĒBAR
am ĀBĀRIS	mon ĒBĀRIS	reg ĒBĀRIS		aud IĒBĀRIS
am ĀBĀTUR	mon ĒBĀTUR	reg ĒBĀTUR		aud IĒBĀTUR
am ĀBĀMUR	mon ĒBĀMUR	reg ĒBĀMUR		aud IĒBĀMUR
am ĀBĀMINI	mon ĒBĀMINI	reg ĒBĀMINI		aud IĒBĀMINI
am ĀBĀNTUR	mon ĒBANTUR	reg ĒBANTUR		aud IĒBANTUR
am ĀBOR	mon ĒBOR	reg AR		aud IAR
am ĀBERIS	mon ĒBERIS	reg ĒRIS		aud IĒRIS
am ĀBITUR	mon ĒBITUR	reg ĒTUR		aud IĒTUR
am ĀBIMUR	mon ĒBIMUR	reg ĒMUR		aud IĒMUR
am ĀBIMINI	mon ĒBIMINI	reg ĒMINI		aud IĒMINI
am ĀBUNTUR	mon ĒBUNTUR	reg ENTUR		aud IENTUR
am ĀTUS,A,UM	SUM	mon ITUS,A,UM	SUM	rectUS,A,UM SUM	aud ĪTUS,A,UM SUM
am "	ES	mon "	ES	rectUS,A,UM ES	aud " ES
am "	EST	mon "	ERAT	rectUS,A,UM EST	aud " EST
am ĀTĪ,AE,A	SUMUS	mon ITĪ,AE,A	SUMUS	rectI,AE,A SUMUS	aud ĪTĪ,AE,A SUMUS
am "	ESTIS	mon "	ESTIS	rectI,AE,A ESTIS	aud " ESTIS
am "	SUNT	mon "	SUNT	rectI,AE,A SUNT	aud " SUNT
am ĀTUS,A,UM	ERAM	mon ITUS,A,UM	ERAM	rectUS,A,UM ERAM	aud ĪTUS,A,UM ERAM
am "	ERĀS	mon "	ERĀS	rectUS,A,UM ERAS	aud " ERĀS
am "	ERAT	mon "	ERAT	rectUS,A,UM ERAT	aud " ERAT
am ĀTĪ,AE,A	ERĀMUS	mon ITĪ,AE,A	ERĀMUS	rectI,AE,A ERĀMUS	aud ITI,AE,A ERĀMUS
am "	ERĀTIS	mon "	ERĀTIS	rectI,AE,A ERĀTIS	aud " ERĀTIS
am "	ERANT	mon "	ERANT	rectI,AE,A ERANT	aud " ERANT
am ĀTUS,A,UM	ERŌ	mon ITUS,A, UM	ERO	rectUS,A,UM ERŌ	aud ĪTUS,A,UM ERŌ
am "	ERIS	mon "	ERIS	rectUS,A,UM ERIS	aud " ERIS
am "	ERIT	mon "	ERIT	rectUS,A,UM ERIT	aud " ERIT
am ĀTĪ,AE,A	ERIMUS	mon ITĪ,AE,A	ERIMUS	rectI,AE,A ERIMUS	aud ĪTĪ,AE,A ERIMUS
am "	ERITIS	mon "	ERITIS	rectI,AE,A ERITIS	aud " ERITIS
am "	ERUNT	mon "	ERUNT	rectI,AE,A ERUNT	aud " ERUNT

* 3rd - <u>io</u> verbs follow the 4th conjugation pattern with these slight differences in the present tense:

capIOR
capERIS
capITUR
capIMUR the "i" here is short
capIMINI

21-3 PASSIVE VOICE: 2ND VERB CHART (BI-LINGUAL FORMS FOR 3RD CONJUGATION SAMPLE)

ACTIVE		PASSIVE	
Present			
regō	I rule	regor	I am ruled
is	I am ruling	eris	I am being ruled
it	I do rule	itur	
imus		imur	
itis		imini	
unt		untur	
Imperfect			
regēbam	I was ruling	regebar	I was ruled
bās	I used to rule	bāris	I was being ruled
bat	I kept on ruling	bātur	I used to be ruled
bāmus	(I ruled)	bāmur	
bātis		bāmini	
bant		bantur	
Future			
regam	I will rule	regar	I will be ruled
ès	I will be ruling	ēris	
et		ētur	
ēmus		ēmur	
ētis		ēmini	
ent		entur	
Perfect			
rēxī	I ruled	rectus,a,um sum	I was ruled
istī	I have ruled	es	I have been ruled
it	I did rule	est	
imus		rectī ae,a sumus	
istis		estis	
ērunt		sunt	
Past Perfect			
rēx-eram	I had ruled	rectus,a,um eram	I had been ruled
erās		erās	
erat		erat	
erāmus		rectī,ae,a erāmus	
erātis		erātis	
erant		erant	
Future Perfect			
rēxerō	I will have ruled	rectus,a,um erò	I will have been ruled
eris		eris	
erit		erit	
erimus		rectī,ae,a erimus	
eritis		eritis	
erint		erunt	

21-4 PASSIVE VOICE: 2ND SYSTEM PRACTICE

A. PERFECT PASSIVE

ēgit	he drove	actus est He was driven (Liber actus est - The book was read.)
ēgit	she drove	acta est She was driven (Aqua inventa est. - The water was found.)
ēgit	it drove	actum est It was driven (Oppidum captum est. - The town was captured.)
ēgerunt	they drove	actī sunt - the men were driven (or mas,nouns) actae sunt - the ladies (or fem. nouns) were driven acta sunt - the things were driven

B. Make passive and translate:

	PASSIVE	TRANSLATION
1. ēgī		
ēgistī		
ēgit		
ēgimus		
ēgistis		
ēgērunt		
2. ēgeram		
ēgerat		
ēgerant		
3. ēgerō		
ēgerimus		
ēgerint		

C. TRANSLATE: 1. Arma carrīs ad castra portata erant.

2. Equī ab agricolā per silvam actī sunt.

Question 3. What is the difference between <u>carris</u> and <u>ab agricola</u>? Why is there a difference?

21-5 PASSIVE VOICE: REVIEW

A. Conversiō. Convertite formās activās in passivās!

1. mittĕ bant
2. mittet
3. mīsit
4. donās
5. donābis
6. donāverant
7. tenētis
8. tenueritis
9. tenuistis
10. capit
11. capiēbat
12. cēpit
13. audīveram
14. audit
15. audīvit
16. audiet

B. Translatiō. Reddite barbarē!

1. mīsit
2. missī sunt
3. missus erat
4. mīserat
5. mittēbat
6. mittēbātur

C. Translatiō. Reddite barbarē!

1. missus

2. missus est

3. Nuntius, ad oppidum missus, bonus vir erat.

4. Nuntiō ad oppidum missō, femina interfecta est.

21-6. PARTICIPLES: EXPLANATION OF 1ST 2 USES

A. Def. of Participle:

B. Use as Simple Adjective

Modifier of noun is close to the noun and <u>alone</u>.

1. Suscepit praemia magna

   Suscepit praemia cupīta.

2. Pulcher liber meus inventus est.

   A missus liber meus inventus est.

3. Per verbum Romanōrum latina ā nobīs noscēbātur.

   Per verbum scriptum latina ā nobīs noscēbātur.

C. Use in <u>Participle + Junk</u> Construction

Modifier is usually farther away from noun and starts a train of less important words (a phrase).

OR:

junk (ablative or dative) + participle + subject

1. Magnis equis territae, clamant puellae.
2. A viro novo moniti, discessimus.
3. Liber, ir via diu amissus, hodie inventus est.

21-7 PARTICIPLE TRANSLATIONS

TRANSLATIONS FOR PARTICIPLE CONSTRUCTIONS

A. Useful for both participle + junk
and ablative absolute

B. Translate as English Dependent Clause, with these connecting words:

Time: a) with present participle: while, as
b) with perfect participle: when, after
c) with future participle : as

Cause: since, because

Concession: although

Relative: who etc. (not used for ablative absolutes)

Condition: if

C. With participle + junk, we can occasionally use in English another

CO-ORDINATE VERB (joined with "and").

D. Translate as English Participial Phrase

part. + junk: spectans librum - while looking at his book
ablative absolute: librō lectō - after looking at his book

E. Examples of B and C (participle + junk only)

Time: Ab hospite vocātī, recubuērunt. When they were called by the host, they sat down.

Cause: Puellae, equis territae, nōn processērunt. The girls, because they were frightened by the horses, did not proceed.

Concession: Puerī, equīs territī, processērunt. The boys, although they were frightened by the horses, went on.

Relative: Mēnsam ā servīs positam vīdērunt. They saw the table that had been set by the slaves.

Condition: Labor tardē actus facilis est. If done slowly, the work is easy.

Co-ordinate: Librum celeriter lectum tibi dabo. I will read the book quickly and give it to you.

21-8 PARTICIPLES: PRACTICE OF 1ST 2 USES

1st Participle Practice

1. Ā puerīs monitae, in casā puellae manserunt.

metaphrase:

translation:

2. Habesne pecuniam inventam?

metaphrase:

translation:

3. Habesne pecuniam ā puerīs inventam?

metaphrase:

translation:

4. Praemium poētis datum magnum erat.

meta:

trans:

If you can, diagram the participles according to the system illustrated on page 21-6.

21-9 PARTICIPLES: EXPLANATION OF 3RD USE (ABLATIVE ABSOLUTE)

A. DEFINITION. (Note there is no close counterpart in English)

1. An ablative absolute is:

   a. structure with two equal poles

   b. noun in the ablative

   c. participle in the ablative

2. characteristics:

   a. the structure is absolute; i.e., independent from the rest of the sentence.

      1. it has no connector like when, because

      2. the noun cannot refer to the subject of the sentence

   b. the noun and the participle are

      1. poles (must be first and last words)

      2. immediate constituents (most important words)

   c. other dependent words can come between the poles (see B 2)

B. EXAMPLES:

1. Oppidō captō, militēs domum rediērunt.

2. Oppidō ab hostibus captō, militēs domum rediērunt.

C. English Equivalents:

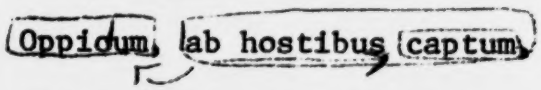
Metaphrase: the town captured...

Translations: after the town was captured
because the town was captured
after capturing the town
after they had captured the town

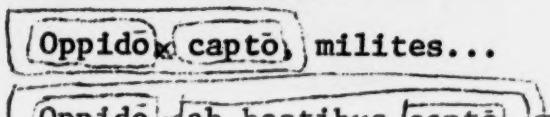
(see page 21-7: translations for participle constructions.)

D. Study diagrams:

1. Part. + junk structure



2. Ablative absolute structure



21-10 EXAMPLES OF THE ABLATIVE ABSOLUTE

Directions: Underline the poles or headwords of the ablative absolutes.

1. When he had found his friend, Atlas returned to the ship.

   (After finding his friend, ...)

   Amicō inventō, Atlas ad navem revertit.

2. After losing his sword, Hercules fought with his hands.

   Gladiō amissō, Hercules manibus pugnāvit.

3. When his hands were broken, Hercules fought with his head.

   Manibus fractīs, Herculēs capite pugnāvit.

4. Becuase the fields were destroyed, we were very sad.

   Agris vastātīs, tristissimī erāmus.

5. Since the road between those towns has been built, we can make the trip.

   Viā inter illa oppida munitā, iter facere possumus.

6. Although he did not consult the oracle, Hercules set out for Mycenae.

   Orāculō nōn consultō, Herulēs Mycēnās profectus est.

7. After defeating the enemy in Gaul, Caesar returned to Rome.

   Hostibus in Galliā victīs, Caesar Romam reversus est.

21-11 PARTICIPLES: REVIEW

A. Participles are either connected to a sentence or not connected.

1. if not connected = abl. absolute

2. if connected:

a. alone, like simple adj.

b. part. + junk

B. Participle + junk

1. How many words can it have?

2. Which word is always the key word?

3. How is the construction connected to the rest of the sentence?
position-

C. Translation:

As w/ Abl. absolutes:

when
offer
because
since
if
although
} + S/P

D. Examples

1. Caesare visō, Antonius timebat.

Caesar ——→ visus ā Forō discessit.

" ——→ ab Antonio visus " " "

" saepe sed nōn semper visus" " "

" diū in casā amicōrum ab inimicīs visus " " "

2. Caesar, amicum bonum in altō flumine Galliae, vidēns, exclamāvit.

21-12 REVIEW PRACTICE FOR EXAM

Review Sheet For Exam

A. Comparison.

	Comparative	Superlative
1. pulchrē		
2. magnus		
3. similis		

B. Passives. Make these verbs passive.

1. dat
2. dabant
3. dedit
4. dederant
5. scīvit
6. scit
7. sciet
8. scīverit
9. jacet
10. jēcit
11. incitāverās
12. accipiēs
13. quaerēbās
14. jussistī

C. Passives. Translate.

1. jussum est
2. jussa erant
3. jussa est
4. jussus erit
5. jussit
6. jubēbat
7. jubēbātur
8. jubētur

D. Participles. Translate (only).

1. Participle Alone. Legō librum cupitum.
2. Participle + Junk. Lego librum in tabernā iussum.
3. Part. + Junk. Gladium ā Marcō jactum ad terram cecidit.
4. Ablative Absolute. Gladiō jactō, Lucius ad terram cecidit.
5. Abl. Abs. Librīs lectīs, nihil scīvimus.

VOCABULARY 21

SEGMENT 1

praeter (+acc.)	- beyond, exeept, besides
medius, -a, -um	- (in) the middle of
jaciō, 3, jecī, jactus	- to throw
praemium, -ī, n.	- award, reward, prize
tempus, -oris, n.	- time
nōndum	- not yet
neque (nec.)	- and not
necdum	- and not yet
noscō,3,nōvī,nōtus	- to learn (perf. - to know)
contrā (+ acc.)	- against, opposite
inquit	- he says; he said
constituō, 3, -stituī, stitūtus	- to decide, establish
mittō, 3, mīsī, missus	- to send
amittō, 3, -mīsī, -missus	- to lose
promittō, 3, -mīsī, -missus	- to promise
libenter	- gladly, willingly
gēns, gentis f.	- nation, tribe
rejiciō, 3, -jēcī, -jectus	- to throw back, reject
interea	- meanwhile
aedificō, 1	- to build, construct
aedificium, -ī, n.	- building

SEGMENT 2

conveniō, 4, vēnī, ventus	- to come together
mille	- thousand
imperium, -ī, n.	- command, ruling power

VOCABULARY 21 (Cont'd.)

mandō, 1	- to entrust
initium, -ī, n.	- beginning
civitās, -tātis, f.	- citizenship, state
finitimus, -a, -um	- neighboring
recipiō, 3, -cēpī, -ceptus	- to take, receive
quidem	- of course, select
quam	- as; than
jūvō, 1	- to help
lēx, legis f.	- law
mos, moris, m.	- custom
proelium, -ī, n.	- battle
putō, 1	- to think
dividō, 3, divīdī, divīsus	- to divide
mēnsis, mēnsis, m.	- month
sciō, 4, scīvī, scītus	- to know
salūs, salūtis, f.	- safety
afficiō, 3, -fēcī, -fectus	- to treat, affect
cogō, 3, coēgī, coactus	- to force, compell; gather, collect
dicō, 3, dīxī, dictus	- to say, tell
deligo, 3, -lēgī, -lectus	- to choose, select

VOCABULARY QUIZ 21

Nomen _____

13 Points

Period _____

A. Latin to English

1. finitimus
2. interea
3. scio
4. amittō
5. imperium

B. English to Latin

1. building (noun)
2. safety
3. time

C. Principal Parts

1. mittō, _____, _____, _____
2. cīvitās, _____, _____

21- INDEPENDENT LEARNERS' EXAM (32 points)

Nomen _____

Period _____

A. COMPARATIVES. Complete the chart.

	Comparative	Superlative
1. liberē		
2. malus		
3. parvus		
4. bene		
5. superus		

(10)

B. PASSIVE TRANSFORMATIONS. Change active to passive. Use the masculine for the participles.

1. accēpit
2. jubētis
3. jusserat
4. accipit
5. solvēbas
6. dederātis
7. tradidistī
8. dederō
9. amīsimus
10. quaesīvit

(10)

C. PASSIVES. Translate.

1. solvit
2. solverant
3. scītus est
4. scītum est
5. scīverint

(5)

D. PARTICIPLES. Metaphrase the underlined words. Do NOT expand them.

1. Invēnī librum amissum.
2. Verbīs dictīs, puer stetit.
3. Puerī, librōs monstrātī, discere recusāvērunt.

(8)

UNIT 41 - UNIT DESCRIPTION

A. FORMS

Read but do not attempt to memorize the list of indefinite pronouns.

MATERIALS

41-1 Indefinites - reference sheet

B. STRUCTURES AND USAGE

Learn these two constructions:

1. indirect command

   MATERIALS:

   U & H, P. 412 #5

   41-2 Indirect Commands - English

   41-3 Indirect Commands - Latin

   41-4 Indirect Commands - Completion

2. descriptive clauses

   MATERIALS:

   U & H, P. 413 #10

   41-5 Descriptive Clauses

C. READINGS

1. Caesar Readings

   (a) As introduction to Caesar's De bello gallico (Gallic Wars):

      1) read U & H, pp. 183-184

      2) follow the directions on 41-6 (D)

      3) memorize the 1st 3½ lines of the text from "Gallia est through inter se differunt." This is like memorizing lines of Shakespeare; the knowledge of certain lines has long been important in our culture. You will be asked to write these lines on Unit Test 41.

   (b) The first group of Caesar readings are De bello gallico I, 1-8 (beginning in U & H on p. 189).

   To continue this part of the history, read in English: Brady, Caesar's Gallic Campaigns (a red book - classroom set; may be checked out with card in gray box)

p. 5 (bottom) to p. 7 (middle)

UNIT 41 - UNIT DESCRIPTION

If you wish, you may read the intervening pages; the assigned pages provide a summary of one of Caesar's campaigns as he wrote about it.

MATERIALS :

tape; see above

41-7 Translation Hints

The purpose of this sheet is to demonstrate how our contemporary mind might approach the complex sentence structure of Caesar.

41-9 Caesar's Style

(c) The second group of Caesar readings is:

VI 13-18 and 21,22 (U and H p. 299 ff.)

MATERIALS:

41-8 Study Sheet for p. 301

tape: see section F of 41-6

2. Related Readings

Skim (you do not have read every word) Brady, Caesar's Gallic Campaigns, pp. 182-230. Don't spend more than 45 minutes on this unless you really are interested.

3. Report

Write a one-page report on the Gallic Wars. Do not summarize, but give your reactions to his personality, his exploits, his treatment of his soldiers and the Gauls, his style, the customs involved, the basic military, social and political attitudes underlying the book, your plight at having to read these selections or anything else that comes to your mind. You don't have to cover all these areas; concentrate on what interests you.

D. VOCABULARY 41

E. SPECIAL INSTRUCTIONS

1. Because of the related readings and the special report, it will not be necessary to do student-choice readings in this unit.

2. In addition to a few grammar questions and the memory lines, the Unit 41 Exam will include several sections testing your comprehension of the Caesar readings. Two of these sections will be matching exercises: one will have persons (in Latin) matched with a statement from the readings that describes them or tells what they were doing; the other will have Latin phrases from the readings matched with an English description of the phrase.

41-1 INDEFINITES - reference sheet

A. English

any		other, another
some		whoever, etc.
every	-one, -body, -thing	
no		

B. Latin

1. nihil - nothing (indeclinable pron.)
2. alius - other, others (adj. Or pron.) some...others
3. alter - the other (ONLY SING.) (adj. or pron.)
4. quis - any / some / -one, -body, -thing (pron.)

ONLY WITH: sī quis, nē quid etc.
quid boni etc.

5. aliquis any / aliquī some -one, -body, -thing (pron.)

5. quīdam, quaedam, quiddam (pron.) certain (people, things)
quīdam, quaedam, quoddam (adj.) someone or other
something of a _____
kind of a _____

7. quisque, quidque (pron.)
quique, quaeque, quodque (adj.) * each (of 3 or more)

8. quicumque, quaecumque, quodcumque (adj.) whichever

9. quisquis, quidquid, * (pron.) -whoever, whatever

10. unusquisque, etc. (pron.) - each one

11. ullus, ulla, ullum (adj.) - any

12. uterque, utraque, utrumque - each(of two)

* None of these forms is to be confused with one of the characters in Moby Dick; it makes a whale of a difference, after all.

41-2 Indirect commands - English

A. EXPLANATION command-type verb + either

1. infinitive alone
2. objective word + infinitive
3. "that" clause
4. (rarely) "if" clause

examples:
1. He decided to go.
2. He ordered me to go.
   He asked me to go.
3. He decided (that) I should go.
   He said (that) I should go.
4. He asked if I would go.

B. NOTE

The verb "to tell" and the verb"to ask" are both used ambivalently (!) in English.

Which of these is an indirect command?
a. He told me he was coming.
b. He told me I should come.

Which of the above is related to the slang, "He told me off"?

Which of the following is an indirect command?
a. He asked them to come
b. He asked them when to come.

C. PRACTICE Put ic if an indirect command
is if an indirect statement
iq if an indirect question

1. _____ She said she adored Latin class.
2. _____ Actually her mother persuaded her to take it.
3. _____ The teacher asked them to leave.
4. _____ She heard that they didn't leave
5. _____ I wonder if they did leave.
6. _____ I was warned that I'd better leave.
7. _____ I don't know what door to leave by.
8. _____ I realized that this was a bad situation.

41-3 Indirect Commands - Latin

A. w/ verbs of command & request: SUBJUNCTIVE CLAUSE

(called by the grammatical idiots: noun clauses of volition)

1. use: ut (neg. - nē) + subjunctive verb w/ or w/o personal agent

2. examples:

a. w/o agent expressed

Persuasit ut venīrem.

He persuaded me to come.

(The person here can be concluded from the subjunctive verb.)

b. w/ agent in the DATIVE: imperō
suadeō
persuadeō

Persuasit mihi ut venīrem.

He persuaded me to come..

c. w/ agent in the ABLATIVE: petō
quaerō

Petīvit ā mē ut venīrem.

He asked me to come.

d. w/ agent in the ACCUSATIVE: hortor
moneō
orō
rogō

Rogāvit mē ut venīret.

He asked me to come.

3. notes:

a) Present and imperfect subjunctives are used.
b) Notice that in both Latin and English, the type of structure depends on which verb is used. How, therefore, do you translate any of the constructions on this page? By any of the constructions on 41-2, whichever sounds best.

41-3 Continued

B. w/ these 3 verbs iubeō
vetō : ACCUSATIVE + INFINITIVE
sinō

Iussit mē venīre.

He ordered me to come.

C. w/ verbs of deciding statuō
constituō Choose 1 of these 3 :
dēcernō

1. simple infinitive

constituit venīre.

He decided to come.

2. ut + subjunctive ("A" above)

constituit ut venīrem.

He decided I should come.

3. accusative + infinitive ("B" above)

constituit mē venīre.

He decided I should come.

41-4 Indirect Command - completion

(Type A only)

Complete these sentences by selecting the right word.

1. He told us to stay. Imperāvit nōbis

   ut _____ (manēbāmus, manērēmus, manēre)

2. He ordered us to leave. Imperāvit nobis

   ut _____ (excēdāmus, excēderēmus)

3. He told the soldiers to leave at midnight.

   Imperāvit militibus ut mediā nocte _____

   (exōedant, excēderent, excessissent)

4. He will order us to hurry. Imperābit

   nobis ut _____. (festināmus, festinēmus, festinārēmus)

5. Mother urged me to find the book.

   -Mater mē hortatus est ut librum _____.

   (inveniam, inveniō, invenīrem)

6. Will he tell you to find your books. Imperābitne

   tibi ut librōs _____? (inveniās, invenīs, invenīrēs)

7. He asked us never to leave alone.

   Orāvit nōs nē solī umquam _____.

   (excēderēmus, excēdāmus, excēdimus)

8. He finally persuaded Tony to read a book.

   Tandem Antonio persuasit ut librum _____.

   (legit, legat, legeret)

9. Tony is asking his friends to help him.

   Antonius ex amicīs quaerit ut eum _____.

   (juvat, juvet, juvāret)

41-5 Descriptive Clauses (qui characteristic)

A. EXPLANATION

The subjunctive is used in a clause of description when it modifies an indefinite antecedent. Look at these examples. Underline the indefinites.

1. I am looking for someone who uses books.

   Quaerō aliquem quī librōs adhibeat.

2. I want a man who has gold teeth.

   Optō hominem quī dentēs aureōs habeat.

(The rule for sequence of tenses applies.)

Contrast with regular relative usage.

I am looking for Mark who uses my books.

Quaerō Marcum quī librōs meōs adhibet.

B. COMPLETION

Underline the antecedents - that are indefinite, and select the correct verb to complete the sentences.

1. Have you seen my brother who is bald? Vīdistīne frater meus quī glaber_____? (est, sit)
2. Did you see the man that broke his arm? Vīdistīne hominem qui ramum _____? (frēgerat, fregisset)
3. People who like people like Dial. Hominēs, quī hominēs _____, dialem amant. (amant, ament)
4. I did not see anyone that walked fast. Vīdī neminem quī celeriter_____. (ambulābat, ambulāret)
5. I was looking for a certain slave that was left-handed. Quaerēbam quendam servum quī sinister_____ (erat, fuit, esset, fuerit)
6. Where is the teacher who lost his money? Ubi magister est quī pecuniam _____? (amittēbat, amīsit, amiserit, amīsisset)
7. Is there anyone here who knows for sure, what happened? Adestne aliquis quī certē quid factum sit _____. (scit, sciat)

41-6 Tape Instructions for "The Customs of the Gauls and the Germans"

A. Directions on the tape are given in Latin.

B. There is not much labeling (e.g. beginning, end)

C. The format is as follows:

1. The reading of a Latin passage

2. Re-reading of the same passage w/ a pause for the listeners to repeat.
(The reason for this repetition is so that the listener will understand the passage better. A comprehension exercise like this in a modern foreign language would omit this step.)
3. Comprehension questions (with a pause and then the correct answer)

D. For the prima lectiō, turn to p. 189 (U + H); use lines 1-13 to visualize the spoken text. Use the 1st half of side 1 (7½ minutes)
This lectio is finished <u>post responsum sextum</u>.

E. For the secunda lectiō on the morēs gallōrum there is no printed text. Optional.
Use the 2nd half of side 1 (13 minutes)

F. For the tertia lectiō on the morēs germānōrum, turn to p. 306 (U + H)
Use side 2 (14 min.)
These lines are spoken: 1-11
19-27
a few more not printed (listen.)

A few words will be added; nē timeās!

Tape ends <u>post sextum responsum</u>.

41-7 Translation Hints
DE BELLO GALLICO, II, 5

Caesar	subject
Remos	people (m., pl., capital letters); object of Caesar's action
cohortatus	verb for Caesar, but not full predicate; that's it: a participle
liberaliterque	que means that whatever happened before, something similar is going to happen next; it will be done freely
oratione	probably ablative of means with the next participle that que is pointing to
prosecutus	and here it is
omnem senatum	they have to go together; they are getting an action, probably Caesar's
ad se	something's going to happen to Caesar
adduci iussit.	an infinitive with a verb of commanding needs that whole senate as its accusative object
Ipse	Caesar is doing something again
Diviciacum Haeduum	this time to D. H.
magnopere	in this way
cohortatus	verb for Caesar again; again not full-fledged--just a participle this is what Caesar is doing here and now; that other was just subordinate; BIG SIGNAL: look out; chances are we move indirectly from here
necesse esse	yeah, like this ! now where did he put the accusative subject?
manus	maybe this is it; how's this: these groups of men were necessary?
hostium	O.K., so now we know they're groups of the enemy
distineri	Nuts ! another infinitive. We'll have to juggle these infinitives around until they make sense. to be kept apart needs the groups of the enemy more than necessity does; since necessity can be impersonal, let's supply an accusative it before necesse esse
ne	here comes a subjunctive to show what the purpose was for all this; we'll start with so that and hold our negative for the verb
cum tanta multitudine	as long as an ablative follows cum and it makes sense, we're in
uno tempore	now we know when it happened
confligendum sit.	Hey, who doing it? oh, the -um tells us that it's just impersonal. The -nd- also tells us there is a necessity involved. What does conflig- mean? let's find the 4th principle part. How would the parts run? igo reminds me of redigo which is from re + ago. That one is redactus. Others are like that, too: rego rectus; lego lectus. Therefore, confligo conflictus; that's more helpful.

41-8 Study sheet for p. 301

1. What 2 things were the Druids exempt from?

   a.
   b.

2. What construction is Tantīs excitātī praemiīs? (line 2)

3. What two groups helped convince young men to be Druids?

   a.
   b.

4. What case is <u>versuum</u> (line 4)

5. What does <u>fas</u> mean (line 5)

6. What things are written down by the Druids?

7. What things are not written down?

8. Write the Latin words that show the Druids believed in the immortality of the soul.

9. Write the Latin words for their belief in the transmigration of souls.

10. Did the Gauls think people had better lives <u>with</u> or <u>without</u> the fear of death. Quote the Latin words to defend your position.

11. What science deals <u>dē sideribus atque eōrum motū</u>?

12. What science deals <u>dē mundī ac terrārum magnitūdine</u>?

13. What science deals <u>dē rērum natūrā</u>?

14. What science deals <u>dē deōrum vī ac potestāte</u>?

41-9 CAESAR'S STYLE

A. Caesar's Writings

1. Dē bellō gallicō 7 bks.; an 8th was added by an associate
2. Dē bellō civilī 3 bks.; about Caesar's war with Pompey
3. several works not extant:
   a) a grammar b) an astronomy book c) a speech

B. Caesar as an Historian

Although he is not always accurate (e.g. in the details of the religion and the flora and fauna of Germany -- though who can blame him considering the subject?), and although he sometimes glosses over his mistakes while clarifying his success, we could never say that he actually misrepresents facts known to him.

C. The Style Itself

1. We might call it a textbook style: simple and straightforward.
2. Cicero admiringly compared it to an athlete, calling it "naked, straight and handsome."
3. It's effect is CLARITY.
   Let's examine how this is achieved:
   a. linking words:
   Sentences often start with relative or demonstrative words referring back to the previous sentence, even if this puts the relative or demonstrative word out of its expected word order.

   Look at these sentence beginnings from I, 1 and 2:
   1. Gallia est...
   2. Hī omnēs... (all these just mentioned)
   3. Hōrum omnium... (of all these just mentioned)
   4. Proximī sunt...
   5. Quā de causā... (for this reason just stated)
   6. Eōrum una pars... (one part of these parts just mentioned)
   7. Belgae...
   8. Aquitania...

   1. Apud Helvetiōs...
   2. Is... (this man just mentioned)
   3. Id... (this fact just mentioned)
   etc.

   b. brevity, terseness:
   1. He uses many ablative absolutes (which are more economical than clauses).
   2. There is an absence of any embellishment or figures of speech. (Caesar would never, for example, compare war to a flood-tide or a devouring monster.)

   c. The same word is used again and again for a given object or action. (Most authors look for synonyms of words for variety.)
   In Caesar, a river is always flumen
   territory " " finēs
   grain " " frumentum
   starting out " " proficīscor

41-9 CAESAR'S STYLE (cont'd.)

d. repetition of key words, as a textbook or teacher does in instruction
e.g., pars in I, 1

e. methodical word order (rather than words mixed up for balance, variety or emphasis)
e.g., since Caesar prefers verbs at the end of a clause, they keep coming at the end even if there is a pile-up of 3 verbs at the end of a sentence

	S	s	p	P
cf. I, 1:8-9	mercatores...	ea (quae...pertinent)		important

D. Because Caesar's style is marked by clarity, it makes easy reading (!); this is a prime reason for including his work in a Latin II course.

E. Practice. List below, as you read, a few examples of linking words at the beginning of a sentence.

1.
2.
3.
4.
5.
6.

VOCABULARY 41

SEGMENT 1

divido, 3, divīdī, divīsum	- to divide
lingua, -ae, f.	- language, tongue
mercātor, - oris, m.	- merchant
importō, 1	- to bring in
proximus, -a, -u m	- next to
ferē adv.	- almost
oriens, ntis	- east, rising
persuadeō, 2, -suāsī,-suāsus (dat.)	- to persuade
vagor, vagarī, vagātus	- to wander
bellō, 1	- to make war
pateō, 2, patuī, ____	- to extend, lie open
profectiō, iōnis f.	- departure
occupō, 1	- to take by force
iudicium, - ī, n.	- judgement
suspicor, - cārī, -cātus	- to suspect
combūrō, 3, -bussī, -bustus	- to burn
reditus, -ūs, m.	- return

VOCABULARY 41

SEGMENT 2

omnīnō (adv.)	- altogether
singulī, - ae,-a,	- one by one
existimō, 1	- to think
matūrō, 1	- to hurry
licet (licuit)	- it is permitted
fossa, -ae, f.	- ditch
castellum,-ī, n.	- fortress
ūtī (ut)	- so that
complurēs, -ia	- many
tēlum, -i, n.	- spear, weapon
cōnsīdō, 3, -sēdī, -sessus	- to encamp, settle
ascensus, -ūs, m.	- ascent
insignia, -ium, n.	- standards
consuescō, 3, - suēvī, -suētus	- to become accustomed to
obses, obsidis, m.	- hostage
ēgredior, ēgredī, ēgressus	- to march out, leave, land
progredior, - gredī, - gressus	- to advance

VOCABULARY 41

SEGMENT 3

fidēs, -ēī, f.	- loyalty
mōs, mōris, m.	- custom
impellō, 3, -pulī, -pulsus	- to drive, incite
servitus, -tūtis, f.	- slavery, servitude
contumelia, -ae, f.	- contumely, scorn
clementia, -ae, f.	- mercy, clemency
ops, opis, f.	- help
conservō, 1	- to save, preserve
poscō, 3, poposcī,____	- to demand
conferō, -ferre, -tulī, collatus	- to confer
aditus, ūs, m	- approach, access
patior, patī, passus	- to suffer, allow
pristīnus, -a, -um	- former
adigō, 3, adēgī, adactus	- to throw
dēsum, dēesse, dēfuī, dēfutūrus	- to be lacking
nēve	- and not
instruō, 3, -strūxī, -structus	- to draw up
postulō, 1,	- to demand
diversus, -a, -um	- different
adversus, -a, -um	- opposite, facing

INDEPENDENT LEARNER'S EXAM 41 NOMEN _____

45 points

A. MEMORY LINES. Hīc Scribe (5)

B. MATCHING. IDENTIFICATION OF PERSONS. (10)
Place the letter of the best answer after the number. Do not use a letter more than once. There will be letters left over.

1. _____ quī trans Rhēnum incolunt
2. _____ ea quae ad effeminandōs pertinent important
3. _____ (Gallorum) fortissimī
4. _____ apud Helvetiōs longē nobilissimus
5. _____ nihil audet per sē
6. _____ religionēs interpretantur
7. _____ disciplinae causā concurrit
8. _____ habet plurimōs ambactōs clientēsque
9. _____ frumentum omne cumburunt
10. _____ quantum visum est agrī attribuunt

(ALPHABETICAL LIST)

A. Aquitanī
B. Belgae
C. Celtae
D. deī Gallorum
E. Diviciācus
F. druidēs
G. genus equitum
H. Germānī
I. Helvetiī
J. magistratūs eō principēs (Germanī)
K. magnus adulescentium numerus
L. mercatorēs
M. Orgetorix
N. plebēs
O. Sequanī

C. MATCHING. THIS IS A PERFECT MATCH. (10)

1. _____ the reason Orgetorix was tried for treason
2. _____ the reason why the Helvetians wanted to migrate
3. _____ one of the preparations the Helvetians made for migrating
4. _____ the reason the Helvetians burned their homes and fields
5. _____ the route taken by the Helvetians
6. _____ one of the reasons why the Druids held a trial
7. _____ the worst punishment the Druids could give
8. _____ one of the reasons why the Druids would not let religious matters be put in writing
9. _____ the belief in transmigration of souls and re-incarnation
10. _____ a major part of German life

(C continued next page)

INDEPENDENT LEARNER'S EXAM 41 NOMEN _____
47 points

A. MEMORY LINES. Hīc Scribe. (5)

B. MATCHING. IDENTIFICATION OF PERSONS.
Place the letter of the best answer after the number. Do not use a letter more than once. There will be letters left over.

1._____ quī trans Rhenum incolunt
2._____ ea quae ad effeminandōs pertinent important
3._____ (Gallōrum) fortissimī
4._____ apud Helvetiōs longē nobilissimus
5._____ nihil audet per sē
6._____ religionēs interpretantur
7._____ disciplinae causā concurrit
8._____ habet plurimōs ambactōs clientēsque
9._____ frumentum omne cumburunt
10._____ quantum vīsum est agrī attribuunt

(ALPHABETICAL LIST)

A. Aquitanī
B. Belgae
C. Celtae
D. deī Gallōrum
E. Diviciācus
F. druidēs
G. genus equitum
H. Germānī
I. Helvētii
J. magistratūs a c principēs (Germānī)
K. magnus adulescentium numerus
L. mercatorēs
M. Orgetorix
N. plebēs
O. Sequanī

C. MATCHING. THIS IS A PERFECT MATCH

1._____ the reason Orgetorix was tried for treason
2._____ the reason why the Helvetians wanted to migrate
3._____ one of the preparations the Helvetians made for migrating
4._____ the reason the Helvetians burned their homes and fields
5._____ the route taken by the Helvetians
6._____ one of the reasons why the Druids held a trial
7._____ the worst punishment the Druids could give
8._____ one of the reasons why the Druids would not let religious matters be put in writing
9._____ the belief in transmigration of souls and re-incarnation
10._____ a major part of German life

(C continued next page)

NOMEN_____

INDEPENDENT LEARNER'S EXAM 41 (continued)

C. MATCHING (continued)

A. quod neque in vulgus disciplinam efferī velint
B. alterum per provinciam nostram
C. carrorum quam maximum numerum emere
D. undique locī naturā continentur
E. ab aliīs post mortem transīre ad aliōs
F. ut paratiorēs ad omnia pericula subeunda essent
G. sacrificiīs prohibent
H. in studiīs reī militaris
I. regnī cupiditāte inductus
J. si caedes facta est

D. BRIEF ANSWERS (20)

1. What type of pronoun or adjective does Caesar often put first in his sentences as a stylistic device? (2)

2-4. List <u>in English</u>: the three ways which the chief Druid comes to power. (6)
(This can be in your own words, as long as the <u>idea</u> is the same as the Latin.)

Hōc morē tuō, aut, si quī ex reliquīs praestat dignitate, succēdit, aut, si sunt parēs plurēs, suffragiō druidum dēligitur; nōn numquam etiam armīs de principatū contendunt.

2.

3.

4.

5-6. Responde <u>latinē</u>: Quī victimās immolant? (4)

Ob eam causam quī sunt affectī gravioribus morbīs, quīque in proeliis periculisque versantur, aut pro victimis homines immolant aut sē immolaturōs vovent.

5.

6.

7. An indirect command in Latin contains one of the following constructions: (4)

a.

b.

8. In one sentence, describe one of the following: (4)

a. Roman soldiers' dress

b. method of paying Roman soldiers

c. various Roman weapons